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ABSTRACT

The report summarizes the main findings of the 1978-79 Louisiana State Survey of Hearing Impaired and Deaf-Blind Children and Youth, conducted by the Office of Demographic Studies at Gallaudet College. The survey included information on 1,470 hearing impaired students receiving special educational services in the state. Of this total, 111 of the students were also reported to be visually handicapped. The report describes these students in terms of ethnic and language background, audiological findings, presence of additional handicaps, and parental hearing status. A description of the types of services received by hearing impaired students in the state is also given. (Author)

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Louisiana State Survey of Hearing Impaired and Deaf-Blind Children and Youth, 1978-79

Office of Demographic Studies
Gallaudet College

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SPECIAL REPORT
From the Office of Demographic Studies
Gallaudet College

LOUISIANA STATE SURVEY OF HEARING IMPAIRED AND DEAF-BLIND CHILDREN AND YOUTH, 1978-79

Michael A. Karchmer
Stephen Wolk

OFFICE OF DEMOGRAPHIC STUDIES
GALLAUDET COLLEGE

Washington, D.C. September, 1980

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PREFACE

With the advent of Public Law 94-142 and Louisiana Act 754 implementing the federal and state mandates for special education, there existed a need for a statewide data base on deaf and deaf-blind children and youth. Demographic information and other educationally related characteristics of this population are extremely important for evaluation and placement purposes, as well as for statewide planning and programming.

The Office of Demographic Studies at Gallaudet College has been handling this kind of data collection among special populations for the past decade, especially in the first statewide survey of hearing impaired students conducted in Texas during the 1976-77 school year. Accordingly, this organization was selected to conduct the 1978-79 Louisiana State Survey.

Completion and publication of this final report of the Louisiana State Survey of Hearing Impaired and Deaf-Blind Children and Youth mark a milestone in special education programming for these students in Louisiana. The information contained within these pages will provide invaluable assistance for program planning, monitoring, evaluation, and the development of appropriate services for deaf and deaf-blind students. While this report can be utilized as a present resource for data-based planning of special educational services, it also provides indicators for the future direction of these services to the hearing impaired and deaf-blind children of the state.

No endeavor of this magnitude can be undertaken without the cooperation and positive contributions of teachers, support personnel, supervisors, and administrators from all areas of service delivery programs, ranging from individual classrooms across the state, local school boards, private and parochial schools, and state schools to cooperating public and private agencies and departments at the state level. Their participation and assistance are gratefully acknowledged. Additionally, the involvement of the Child Study Center at the Louisiana School for the Deaf in handling the necessary coordination among various public and private agencies and schools is recognized and appreciated. The personnel of the Office of Demographic Studies provided technical assistance and guidance through all phases of this survey and in large part deserve credit for its completion.

Your comments, observations, and suggestions concerning this survey and its reports are most welcome.

Henry L. Smith, Ed.D.
Assistant Superintendent for Special
Educational Services
Louisiana State Department of Education

Harvey Jay Corson, Ed.D.
Superintendent
Louisiana School for the Deaf

ACKNOWLEDGEMENTS

The project whose results are summarized in this report is the product of the hard work of a large number of people in Louisiana and in Washington, D.C. Special thanks are due Dr. Harvey Corson, Superintendent of the Louisiana School for the Deaf, who initiated the survey and supported it at every stage, and to Mrs. Sally Martin, Director of Educational Support and Field Services at that school, who coordinated the participation of Louisiana educators in the project. Dr. Henry Smith, Assistant Superintendent for Special Educational Services, Louisiana State Department of Education, provided special support and encouragement for the survey. Most of all, the authors wish to thank the many educators in Louisiana whose professional efforts in providing the survey with accurate information enabled this project to become an instrument for the improvement of educational services to hearing impaired children in that state.

From the Washington side of the cooperative venture, Dr. Michael Milone, now with Zaner-Bloser Publishing Company, and Mrs. Sally O'Rourke served at the Office of Demographic Studies as co-managers of the initial stages of the survey and guided the development of the project during 1979. This report, however, represents the efforts of all members of the ODS staff. The analysis of data and the subsequent writing of a paper for publication are merely the last stages of a process involving many people. The authors, therefore, wish to express their gratitude to all these ODS staff members for their contribution to the preparation of this report.

We also acknowledge the invaluable help and guidance which we and the entire staff at ODS have always received from our U.S.-Canadian Advisory Committee, whose members are listed below.

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ABSTRACT

This report summarizes the main findings of the 1978-79 Louisiana State Survey of Hearing Impaired and Deaf-Blind Children and Youth, conducted by the Office of Demographic Studies at Gallaudet College. The survey included information on 1,470 hearing impaired students receiving special educational services in the state. Of this total, 111 of the students were also reported to be visually handicapped. The report describes these students in terms of ethnic and language background, audiological findings, presence of additional handicaps, and parental hearing status. A description of the types of services received by hearing impaired students in the state is also given.

Louisiana State Survey of Hearing Impaired and Deaf-Blind Children and Youth, 1978-79

Michael A. Karchmer
Stephen Wolk

INTRODUCTION

The first Louisiana State Survey of Hearing Impaired and Deaf-Blind Children and Youth was conducted during the spring of 1979 by the Office of Demographic Studies (ODS) on behalf of the Louisiana State Department of Education in order to provide a statewide data base on hearing impaired students to be used for educational planning and evaluation. The starting point for the survey was the assumption that statewide planning for the educational needs of the hearing impaired and deaf-blind students in Louisiana could be greatly enhanced by thoroughly understanding the characteristics of students in relation to the special educational services they are receiving.

This report highlights some of the main findings of the 1978-79 Louisiana State Survey. Information on personal and educationally relevant characteristics are presented in order to portray from a statewide perspective the group of hearing impaired students in Louisiana receiving special educational services. This report presents an analysis of only selected items from the survey; other survey data are being studied at the present time and will be the subject of future reports.

METHODOLOGY

Questionnaire Development. The development of the Louisiana Survey instrument was a joint effort by personnel of the Office of Demographic Studies and educators at the Louisiana School for the Deaf. The questionnaire was based on the Office of Demographic Studies' Annual Survey of Hearing Impaired Children and Youth, modified to address the particular needs for information within Louisiana. Special emphasis was placed during questionnaire design on items intended to assess the extent of visual problems among hearing impaired students. The survey instrument is attached as Appendix 1.

Chronology of the Project. Identification of the educational schools and programs in Louisiana serving hearing impaired children and youth was a first necessary step in the survey. This was done by personnel at the Louisiana School for the Deaf and the Office of Demographic Studies pooling lists of public and private programs known to them. The programs fell into four categories: (a) public programs with parish or city school systems; (b) private schools; (c) demonstration or lab classes in university settings; and (d) special schools, such as the Louisiana School for the Deaf and the state training schools for the mentally retarded.

In early April, 1979, the survey materials were sent to the programs identified as serving hearing impaired students within Louisiana. These materials included questionnaires, instructions, a letter inviting participation in the survey from Dr. Henry Smith, Louisiana Assistant Superintendent for Special Educational Services, an explanatory memo from the Director of ODS, and a response form which was to be mailed back to ODS indicating receipt of the forms. (See Appendices 1 and 2 for the content of these mailings.) The materials intended for the parish/city programs were sent to the parish directors of special education, who were to distribute them to appropriate program personnel; materials for the other program categories were sent to the individual program directors. The completed questionnaires were to be returned to the Office of Demographic Studies by May 1, 1979. Programs not returning forms by that time were called individually with a request for participation. Completed questionnaires were accepted by the survey office through June, 1979. The schools and programs contributing data to the 1978-79 Louisiana Survey are listed in Appendix 3.

Data Processing. The completed questionnaires were processed by Office of Demographic Studies' staff during the summer of 1979, using Gallaudet College's DEC-10 computer system. The data were entered directly onto computer disk *via* CRT terminals using a COBOL program designed by the senior programmer of ODS. This program validity-checked and connected the data to codes to be used for statistical analysis. The data were verified by double entry to ensure accuracy. Finally, the completed data were tabulated by means of the SPSS program package.

LOUISIANA PUPIL DATA FILE, 1978-79

One of the main purposes of the Louisiana Survey of Hearing Impaired and Deaf-Blind Children and Youth was to permit a better estimate of the number of hearing impaired students in the state receiving special educational services. Altogether, the project succeeded in locating 1,710 hearing impaired and deaf-blind students within the state. Of that number, 1,470 had Louisiana

Survey forms completed and returned to the ODS in spring, 1979. The remaining 240 were students enrolled in programs which did not participate in the Louisiana Survey, but had information previously sent to the ODS as part of the national Annual Survey of Hearing Impaired Children and Youth. Since the Louisiana Survey and Annual Survey differed somewhat in content, this report presents only the data for the 1,470 students reported to the Louisiana Survey.

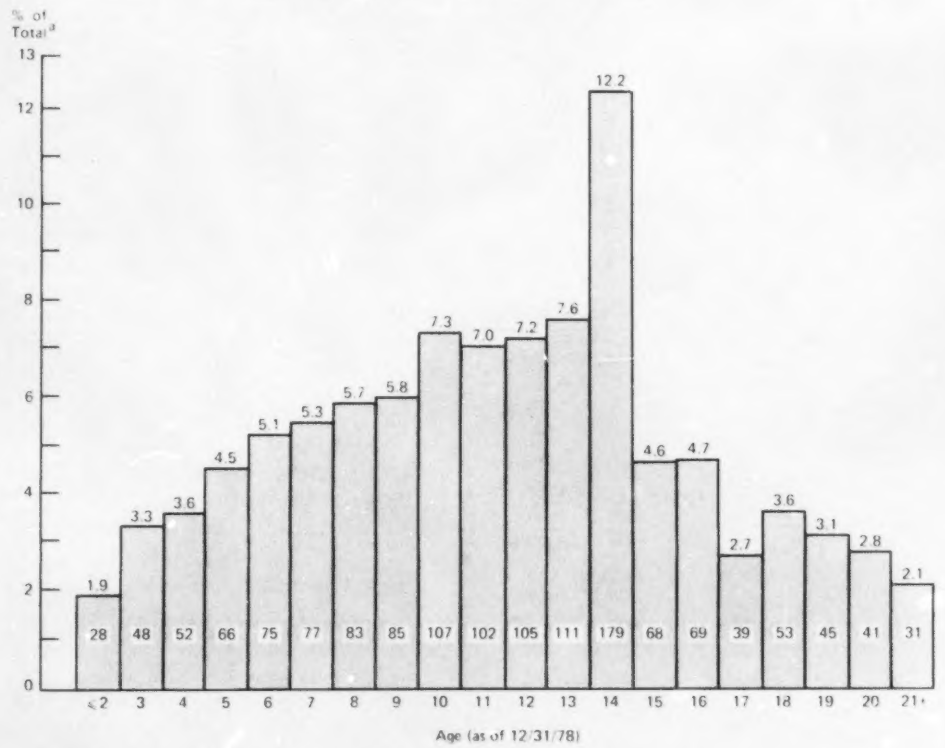
Age and Sex of Students. Figure 1 shows the ages of the hearing impaired and deaf-blind students reported to the Louisiana Survey for the 1978-79 school year. The group of students born in 1964 (14 years old as of December 31, 1978) was the largest, the size being directly attributable to the maternal rubella epidemic of that year. Apart from this group born in 1964, the pattern of the age distribution suggests progressive likelihood of entry into special education through the junior high years, and rapid decline in special education enrollment after age 14. To what degree these trends reflect specific special education service patterns or population differences among the age cohorts remains to be determined.

A small majority of the students surveyed, 52.6%, were male, a percentage fairly typical of other data on hearing impaired groups reported to ODS. This contrasts somewhat with the population at large, in which females slightly outnumber males.

Type of Educational Program. Table 1 shows the 1,470 students reported to the Louisiana Survey according to the type of special educational program in which they were enrolled during the 1978-79 school year. (The survey form in Appendix 1 gives a description of the various types of educational programs.) A plurality of students (41.2%) attended, on a full-time basis, the state's two residential schools, the Louisiana School for the Deaf in Baton Rouge (511 students) and the privately funded Chinchuba School in New Orleans (95 students). Not all of the students enrolled at these schools actually lived at the facilities; some lived at home and attended on a day basis. At the Louisiana School for the Deaf nearly 18% of the students lived at home, while at Chinchuba most of the student body (79%) lived off campus.

The next most common type of placement for the hearing impaired students reported to the Louisiana Survey was part-time special education. Table 2 summarizes the variety of part-time special educational services offered to 465 hearing impaired students in Louisiana, a number which reflects nearly one-third of

Figure 1: Age Distribution for Hearing Impaired Students in Louisiana, 1978-79



[a] Age was not Reported for 6 Students.

TABLE 1: DISTRIBUTION OF HEARING IMPAIRED STUDENTS IN LOUISIANA BY TYPE OF SPECIAL EDUCATIONAL PROGRAM, 1978-79

Type of Program	N	%
TOTAL	**1,470**	**100.0**
Residential Schools for the Deaf	606	41.2
Residential Schools for the Multiply Handicapped	89	6.1
Day Schools for the Deaf and Full-Time Special Educational Classes	283	19.3
Day Schools for Multiply Handicapped	27	1.8
Part-Time Special Educational Services	465	31.6

the students in the survey. Of the 465 students receiving some type of part-time special educational services, 141 (30.3%) were reported to receive only one service; 324 students (69.7%) received two or more services, suggesting that the typical hearing impaired student in Louisiana in part-time special education received a composite of educational services.

Of the students reported as receiving only one part-time special educational service, nearly all received one of the following five: part-time special educational classes, itinerant services, parent-child program, regular school for hearing students, or speech and hearing clinical services. For those students receiving two or more services several predominant patterns were evident: as might be expected, students were very likely to receive (a) some speech and hearing service along with instruction in a regular classroom, part-time special educational class, service by an itinerant teacher, or involvement in a parent-child program; (b) instruction in a regular classroom along with resource room activity; (c) regular classroom instruction coupled with some special educational class activity. The above patterns describe a consistency and coherence in the part-time services offered to the students in the state of Louisiana. While the diversity in offerings may be attributable partly to local school philosophies and resources, it is also apparent that most students in the state were receiving compatible sets of services.

Audiological Findings.

Distribution of Hearing Loss. In order to portray the extent of hearing impairment of the students reported to the Louisiana Survey, audiological information was considered according to six categories of hearing loss, as shown in Table 3. For students given audiological examinations, a better-ear average was calculated by averaging in decibels (dB) ISO the reported pure-tone threshold for the speech range (500, 1000, and 2000 Hz) in the better ear; the category of hearing loss was then determined in terms of this better-ear average. When insufficient audiological information was available to compute a better-ear average, the school was asked to estimate the student's hearing loss according to the six categories.

For the Louisiana Survey, a better-ear average could be calculated for 987 students (67.1% of the total), although some audiological examination data were reported for 1,188 students (80.8%). Nearly three-quarters of the audiological examinations were reported to have been done within the two years previous to the survey, indicating an active testing program within the

TABLE 2: SERVICES REPORTED FOR 465 HEARING IMPAIRED STUDENTS IN PART-TIME SPECIAL EDUCATIONAL SETTINGS IN LOUISIANA, 1978-79

	Number of Students by Amount of Time (hours per week)						Total Students	
Educational Setting	5 or less	6-10	11-15	16-25	26 or more	(Hours not Reported)	Receiving Service[a]	Percentage (of 465)
Part-Time Special Educational Classes	9	12	40	32	41	(5)	139	29.9
Deaf-Blind Classes	—	—	1	—	—	—	1	0.2
Classes for the Multi-Handicapped	1	2	2	5	11	(1)	22	4.7
Itinerant Services	86	3	—	4	—	(11)	104	22.4
Resource Rooms	47	6	19	—	1	(8)	81	17.4
Regular Schools for Hearing Students	31	33	19	54	68	(11)	216	46.5
Preschool or Nursery Programs	1	3	15	9	6	(3)	37	8.0
Parent-Child Programs	105	1	—	1	—	(8)	115	24.7
Speech and Hearing Clinical Services	203	—	—	1	—	(12)	216	46.5
Other Services	18	4	2	7	3	(13)	47	10.1

[a]Since students can receive more than one service, the total number of students sums to more than 465.

state. Additionally, program personnel provided estimates of the extent of hearing loss for another 381 students (25.9%) for whom complete audiological examination results were not available. For 102 students (6.9%) there were either insufficient audiological examination data to calculate a better-ear average or no estimate was made by school personnel.

The distribution of unaided hearing loss for the hearing impaired students reported to the Louisiana Survey is presented in Table 3. Since the distribution of students for whom the school made an estimate of their hearing loss was very similar to the distribution of students whose loss was able to be computed in terms of a better-ear average, these two groups have been combined. Approximately one-half of the students were reported to be profoundly deaf (i.e., ≥91 dB, ISO), and almost three-quarters were reported to have hearing levels exceeding 70 dB. Thus, the typical student being served by Louisiana special education has a substantial hearing impairment.

The average extent of hearing loss differed considerably according to the type of special educational program in which the students were enrolled (Table 4). Over 90% of the students in the residential schools for the deaf had either severe or profound hearing losses. On the other hand, students in the part-time programs tended to have milder losses; nearly half of these students (45.9%) had hearing levels less than 71 dB.

TABLE 3: DISTRIBUTION OF UNAIDED HEARING LOSS FOR HEARING IMPAIRED STUDENTS IN LOUISIANA, 1978-79

Degree of Hearing Loss (Hearing Level dB, ISO)	N	% (of 1,368)[a]
TOTAL	**1,368**	**100.0**
Normal Limits (<27 dB, ISO)	34	2.5
Mild (27-40 dB, ISO)	44	3.2
Moderate (41-55 dB, ISO)	98	7.2
Moderately Severe (56-70 dB, ISO)	189	13.8
Severe (71-90 dB, ISO)	350	25.6
Profound (≥91 dB, ISO)	653	47.7

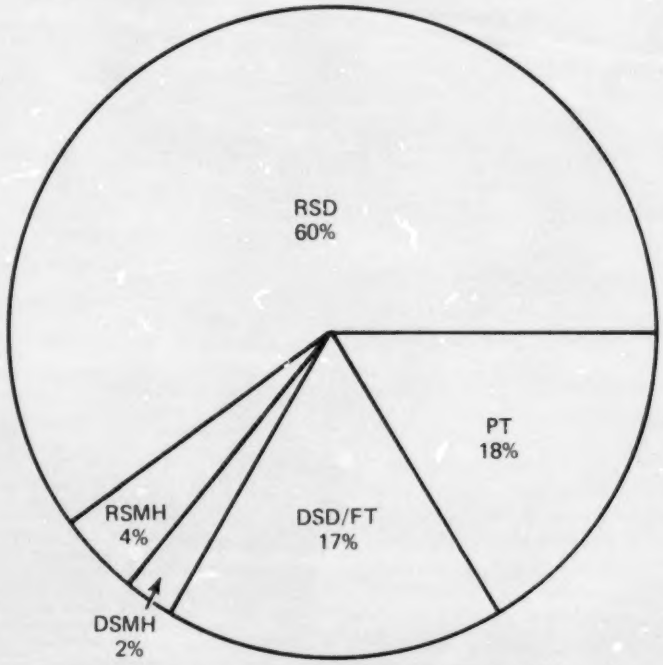
[a]Insufficient information was available to obtain degree of hearing loss for 102 students.

TABLE 4: FREQUENCY DISTRIBUTION OF ESTIMATED HEARING LOSS FOR LOUISIANA STUDENTS ACCORDING TO TYPE OF SPECIAL EDUCATION SETTING[a]

Type of Program	Degree of Hearing Loss (Hearing Level dB, ISO)			
	Less Than Severe (<71 dB)	Severe (71-90 dB)	Profound (≥91 dB)	TOTAL
TOTAL	**365** (26.7%)	**350** (25.6%)	**653** (47.7%)	**1,368** (100.0%)
Residential Schools for the Deaf	46 (7.8%)	153 (25.8%)	393 (66.4%)	**592** (100.0%)
Residential Schools for Multiply Handicapped	41 (59.4%)	5 (7.3%)	23 (33.3%)	**69** (100.0%)
Day Schools for Multiply Handicapped	7 (29.1%)	4 (16.7%)	13 (54.2%)	**24** (100.0%)
Day Schools for the Deaf and Full-Time Special Educational Classes	76 (29.5%)	72 (27.9%)	110 (42.6%)	**258** (100.0%)
Part-Time Special Educational Programs	195 (45.9%)	116 (27.3%)	114 (26.8%)	**425** (100.0%)

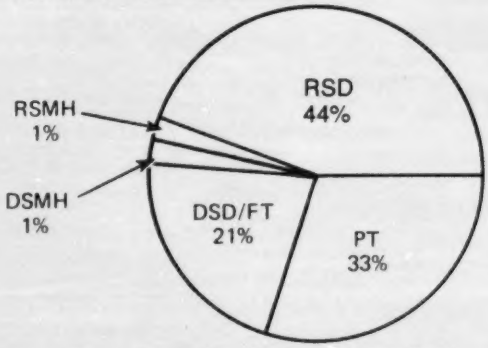
[a]Information regarding degree of hearing loss was not available for 102 students.

Figure 2: Type of Special Educational Programs Attended by Hearing Impaired Students with Three Severities of Hearing Loss (Louisiana State Survey of Hearing Impaired Children and Youth, 1978-79)

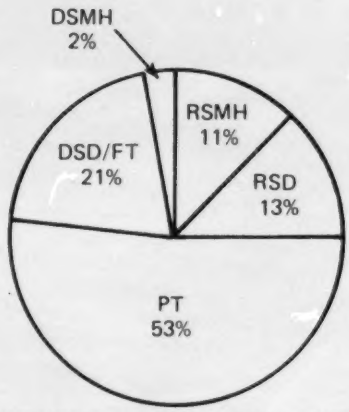


STUDENTS WITH PROFOUND IMPAIRMENTS (91+ dB)
(N = 653)

RSD = RESIDENTIAL SCHOOL FOR DEAF
RSMH = RESIDENTIAL SCHOOL FOR MULTIPLY HANDICAPPED
DSMH = DAY SCHOOL FOR MULTIPLY HANDICAPPED
DSD/FT = DAY SCHOOL FOR DEAF/ FULL-TIME SPECIAL EDUCATION CLASSES
PT = PART-TIME SPECIAL EDUCATION CLASSES



STUDENTS WITH SEVERE IMPAIRMENTS (71-90 dB)
(N = 350)



STUDENTS WITH LESS-THAN-SEVERE IMPAIRMENTS (< 71 dB)
(N = 365)

Figure 2 portrays the relationship of hearing loss and type of educational program graphically by showing enrollment of educational programs for three categories of hearing loss. The majority of students in the state with profound hearing losses attended residential schools for the deaf; on the other hand, students with less-than-severe losses tended to be receiving part-time special educational services (53%) or to be served in full-time special education at the local level (21%).

Age at Onset of Hearing Loss. For the vast majority of Louisiana hearing impaired students in special education, the age at onset of hearing loss was at birth or early in life. Over 93% of the 1,118 students for whom this information was provided had reported onsets before the age of 3 (see Table 5). Again, this high percentage is in accord with nationally collected statistics for hearing impaired students in special education.

Hearing Aid Usage. One interesting finding from the Louisiana Survey is in relation to hearing aid use. Karchmer and Kirwin (1977) found that nearly 80% of hearing impaired students in special education in a national sample wore personal hearing aids. In Louisiana, slightly over 80% of the students were reported to have been fitted with aids at one time or another, but only about 60% of the students were reported to be "currently" wearing an aid at the time of the survey.

Table 6 presents an analysis of current and past hearing aid usage by the Louisiana students as a function of type of educational program and degree of hearing loss. The vast majority of all students had been fitted with a hearing aid at some time in the past. This was true for students of all hearing levels and in all types of educational programs except residential schools for the multiply handicapped. In these programs for the multiply handicapped, relatively few students (27%) were reported to have been fitted with aids. Excluding this group, however, 87% of the hearing impaired students in Louisiana were reported to have been fitted with an aid.

Although this large number of children in Louisiana was at one time fitted with an aid, reported current hearing aid usage showed marked variation when considered by type of educational program. Only about one-half of the students at the residential schools for the deaf were reported to be wearing hearing aids at the

TABLE 5: AGE AT ONSET OF HEARING LOSS FOR HEARING IMPAIRED STUDENTS IN LOUISIANA, 1978-79

Age	N	% (of 1,118)[a]
TOTAL	**1,118**	**100.0**
At Birth	768	68.7
After Birth thru 2 Years	275	24.6
3 Years thru 5 Years	56	5.0
6 Years and Older	19	1.7

[a]This information was not available in the records of 352 students.

TABLE 6: HEARING AID USAGE, PAST AND CURRENT, HEARING LOSS, AND TYPE OF EDUCATIONAL PROGRAM (LOUISIANA STATE SURVEY OF HEARING IMPAIRED AND DEAF-BLIND CHILDREN AND YOUTH, 1978-79)

		Residential School for the Deaf		Residential School for M.H.		Day School for M.H.		Day School for Deaf and Full-Time Special Education		Part-Time Special Educational Programs	
		Currently Wear Aid	Ever Fitted	Currently Wear Aid	Ever Fitted	Currently Wear Aid	Ever Fitted	Currently Wear Aid	Ever Fitted	Currently Wear Aid	Ever Fitted
Degree of Hearing Loss											
Less than Severe (<71 dB)	YES	29 (66%)	38 (86%)	5 (13%)	11 (29%)	3 (43%)	4 (57%)	49 (66%)	66 (89%)	138 (73%)	151 (80%)
	NO	15 (34%)	6 (14%)	33 (87%)	27 (71%)	4 (57%)	3 (43%)	25 (34%)	8 (11%)	51 (27%)	38 (20%)
Severe (71-90 dB)	YES	87 (58%)	129 (86%)	1 (20%)	1 (20%)	1 (25%)	4 (100%)	54 (78%)	64 (93%)	107 (94%)	111 (97%)
	NO	63 (42%)	21 (14%)	4 (80%)	4 (80%)	3 (75%)	0 (0%)	15 (22%)	5 (7%)	7 (6%)	7 (3%)
Profound (≥91 dB)	YES	180 (47%)	327 (84%)	3 (13%)	6 (26%)	11 (85%)	11 (85%)	74 (69%)	100 (93%)	94 (83%)	104 (92%)
	NO	207 (53%)	60 (16%)	20 (87%)	17 (74%)	2 (15%)	2 (15%)	33 (31%)	7 (7%)	19 (17%)	9 (8%)
Total by Type of Program	**YES**	**296 (51%)**	**494 (85%)**	**9 (14%)**	**18 (27%)**	**15 (63%)**	**19 (79%)**	**177 (71%)**	**230 (92%)**	**339 (81%)**	**366 (87%)**
	NO	**285 (49%)**	**87 (15%)**	**57 (86%)**	**48 (73%)**	**9 (37%)**	**5 (31%)**	**73 (29%)**	**20 (8%)**	**77 (19%)**	**54 (13%)**
		581	581	66	66	24	24	250	250	416	420

time of the survey, whereas this was true for 71% of the students in full-time special educational classes and 81% of the students in part-time special educational classes. To some degree these differences in hearing aid usage by students enrolled in different types of educational settings are related to differences in ages of the students in these programs. Karchmer and Kirwin, 1977, found that hearing aid usage tends to decline by age, and students in residential schools tend to be older than those in the public school programs.

It is interesting to note that degree of hearing loss relates to hearing aid usage differently according to type of educational program. In residential schools for the deaf, hearing aid usage declined with increasing severity of hearing loss. For students in full-time special educational classes and those in part-time special educational settings, hearing aid use was most common for students with hearing levels between 71-90 dB.

Causes of Hearing Loss. Table 7 lists the probable causes of hearing loss among students reported to the Louisiana Survey. For a large number of these children the cause could not be determined (396 students), the information was not in the students' records (163 students), or the questionnaire item was left blank (89 students).

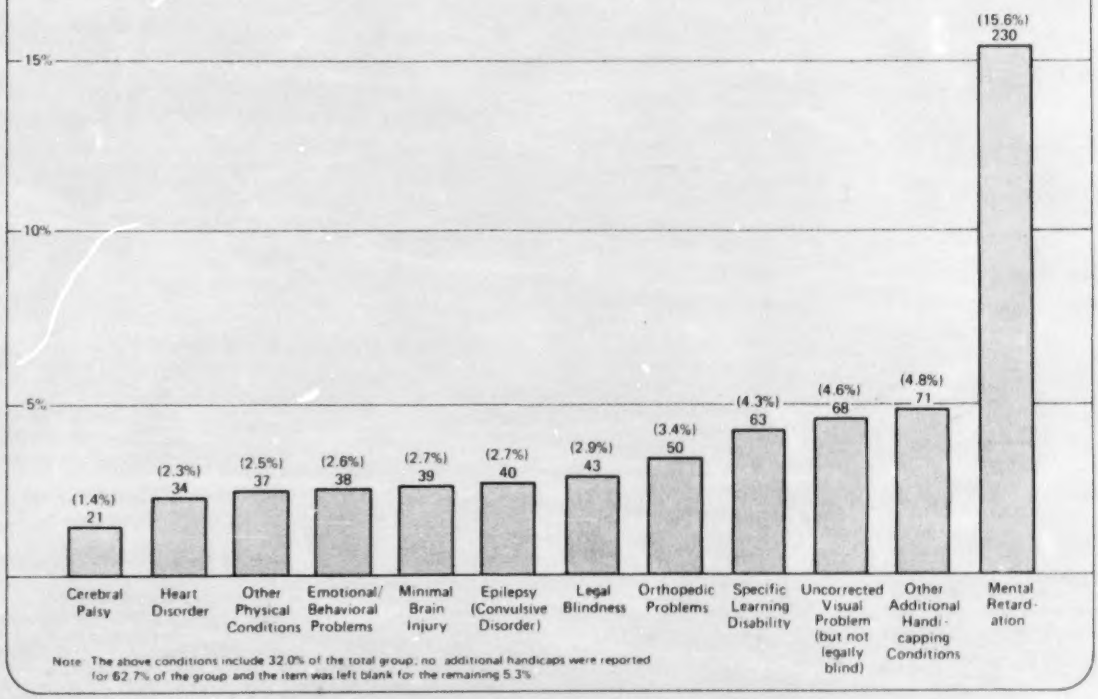
The largest single reported specific cause of hearing loss was maternal rubella (226 students), with a majority of these children being born during the 1964 rubella epidemic. The next most often reported cause was meningitis (149 students).

TABLE 7: REPORTED PROBABLE CAUSES OF HEARING LOSS AMONG HEARING IMPAIRED STUDENTS IN LOUISIANA, 1978-79

Cause	N	% Reported Total[a]
Onset at Birth:		
Maternal Rubella	226	16.4
Trauma at Birth	18	1.3
Pregnancy Complications	49	3.5
Heredity	115	8.3
Prematurity	52	3.8
Rh Incompatibility	18	1.3
Onset after Birth:		
Meningitis	149	10.8
High Fever	67	4.9
Mumps	9	0.7
Infections	64	4.6
Measles	16	1.2
Otitis Media	18	1.3
Trauma after Birth	19	1.4
Other Causes	105	7.6
Causes Cannot Be Determined	396	28.7
Data Not Available in Student's Record	163	11.8

[a]This item was left blank for 89 students; percentages are calculated on the basis of 1,381 reported students. Percentages do not total 100.0 because two or more causes were reported for 87 students.

FIGURE 3: NUMBERS AND PERCENTAGES OF HEARING IMPAIRED STUDENTS IN LOUISIANA REPORTED TO HAVE ADDITIONAL HANDICAPPING CONDITIONS, 1978-79



Note: The above conditions include 32.0% of the total group; no additional handicaps were reported for 62.7% of the group and the item was left blank for the remaining 5.3%

Handicaps Additional to Deafness. Nearly one-third of the 1,470 hearing impaired students represented in the Louisiana Survey were reported to have at least one other educationally significant handicap. Figure 3 shows the numbers of students reported with various specific handicapping conditions. The handicap most often reported was mental retardation (230 students, or 15.6% of the total), a reflection of the rather significant participation in this project by programs serving multiply handicapped individuals.

It was possible on the survey form to report more than one additional handicap for each student, and in fact 153 students (over 10% of the total) were reported to have more than one additional handicap: 6% were reported to have two additional handicaps, 2.2% were reported to have three additional handicaps, and another 2.2% to have four or more. Relative to the population of hearing impaired students in special education nationally, hearing impaired special education students in Louisiana were more likely to have at least one additional handicapping condition.

Ethnic and Language Background. The ethnic backgrounds of Louisiana students are summarized in Table 8. The most notable aspect of the table is that about 40% of hearing impaired students statewide were black. Nationally, it is estimated that black hearing impaired students make up only about 15% of the total hearing impaired special education population (Ries, Bateman, & Schildroth, 1975). Students of Hispanic origin in Louisiana represented less than one percent of those reported to the survey, as compared with about 7% nationally. Respondents to the survey appeared reluctant to check the French ethnic category; only 2.4% of the students were classified as French, though many more students had French surnames.

English was the language reported spoken in over 97% of the homes of hearing impaired students in Louisiana, as shown in Table 9. The only other language reported to any extent was French, accounting for 2.6% of the total.

TABLE 8: REPORTED ETHNIC BACKGROUNDS OF HEARING IMPAIRED STUDENTS IN LOUISIANA, 1978-79

	N	% Reported Total[a]
White	831	58.1
Black	570	40.0
French	34	2.4
Hispanic (Spanish Surname)	6	0.4
Other or Unknown	15	1.0

[a]This item was left blank for 40 students; percentages are calculated on the basis of 1,430 reported cases. Percentages do not total 100.0 because two ethnic categories were reported for 25 students.

TABLE 9: LANGUAGES SPOKEN REGULARLY IN HOMES OF HEARING IMPAIRED STUDENTS IN LOUISIANA, 1978-79

Language in Home	N	% (of 1,411)[a]
English	1,370	97.1
French	37	2.6
Spanish	3	0.2
Other Languages	14	1.0
Data Not Available	29	2.1

[a]Percentages total more than 100.0 because some students were reported to come from homes where more than one language was spoken. No information was provided for 59 students.

Visual Problems. One of the primary purposes of the Louisiana Survey was to obtain information on hearing impaired students who were also visually impaired. Forty-three students were identified within the state who were deaf-blind; another 68 students were reported to have other uncorrected visual problems severe enough to be "educationally significant." Information pertaining to the age at onset of vision loss for these 111 students with visual problems is given in Table 10. This information was unknown or the question left blank for 48 of the students; when the infor-

TABLE 10: AGE AT ONSET OF VISION LOSS FOR 111 HEARING IMPAIRED STUDENTS WITH SEVERE VISUAL PROBLEMS IN LOUISIANA, 1978-79

Age	N	% (of 111)
TOTAL	**111**	**100.0**
At birth	55	49.6
1 year	3	2.7
2 years	1	0.9
3 years	2	1.8
4 years or older	2	1.8
Blank or unknown	48	43.2

mation was provided, birth was checked as the age at onset for all but a few of the visually impaired students. Table 11 lists the primary modes by which adults communicated with the 43 deaf-blind students in the survey. The results are interesting in that they suggest that the most common modes are the same as those used with other hearing impaired children. Thirty-two students, or slightly more than 2%, were reported to be diagnosed as having Usher's Syndrome.

TABLE 11: PRIMARY MODES BY WHICH ADULTS COMMUNICATE WITH DEAF-BLIND STUDENTS (N=43) IN LOUISIANA, 1978-79

Modes	Total Students Using Modes	% (of 43)[a]
Speech	28	65.1
Signing and Fingerspelling	18	41.9
Hand Signing and Fingerspelling	4	9.3
Fingerspelling only	—	—
Hand Fingerspelling only	—	—
Brailler (Scanner)	2	4.7
Tadoma Method	1	2.3
Other	10	23.3

[a]Percentages total more than 100.0 because more than one mode of communication is generally reported.

Family Hearing and Vision Status. The 1978-79 Louisiana State Survey attempted to assess both hearing and vision status of parents and other family members of the students in the survey. Table 12 presents joint frequencies for mothers' and fathers' hearing status. Overall, 92.8% of the students for whom data were available had parents both of whom were hearing. On the other hand, 4.1% of the students were reported to have one hearing and one hearing impaired parent. Finally, 2.3% of the students were reported to have two deaf parents. These data are quite similar to those o. the latest national survey of hearing impaired students. Data were also provided for 1,117 students in response to the item concerning family members other than father and mother who might be deaf. Of the available data for this question, 222 students (19.9%) were reported to have another member of the family who was deaf.

Table 13 presents comparable data regarding family members' vision status. The incidence rates of blindness or other severe visual problems were quite low for the parents of students but somewhat higher for other

TABLE 12: PARENTAL HEARING STATUS OF HEARING IMPAIRED STUDENTS IN LOUISIANA, 1978-79[a]

		Mother's Hearing Status			
		Normal	Hard of Hearing	Deaf	TOTAL
Father's Hearing Status	Normal	1,079 (92.8%)	19 (1.6%)	15 (1.3%)	**1,113** (95.7%)
	Hard of Hearing	14 (1.2%)	3 (0.3%)	3 (0.3%)	**20** (1.7%)
	Deaf	3 (0.3%)	0 (0.0%)	27 (2.3%)	**30** (2.6%)
	TOTAL	**1,096** (94.2%)	**22** (1.9%)	**45** (3.9%)	**1,163** (100.0%)

[a]Total reflects reported data for both father and mother.

TABLE 13: PARENTAL AND FAMILY VISION STATUS FOR HEARING IMPAIRED STUDENTS IN LOUISIANA, 1978-79[a]

Vision Status	Mother	Father	Other Family Members
Normal Vision	1,088 (99.0%)	1,016 (99.1%)	740 (95.2%)
Serious Vision Problems (including legal blindness)	11 (1.0%)	9 (0.9%)	37 (4.8%)
TOTAL	**1,099** (100.0%)	**1,025** (100.0%)	**777** (100.0%)

[a]Data were missing or not available on vision status for 371 mothers (25.2%), 445 fathers (30.3%), and for 693 of the "other family members" item (47.1%).

family members. One disappointing feature of these data is the rather large percentage of missing or unavailable data in these categories.

Other Visual Information. A sizeable portion of the 1978-79 Louisiana Survey form was devoted to questions related to the visual capabilities of the hearing impaired students. Perhaps the most important finding related to vision is that the files of the majority of hearing impaired students in Louisiana show no record of the student being given a visual examination. Only

669 students, 45% of the total group, were known to have been tested. Thirty-five percent (508) of the students had not been tested, and the information was omitted entirely for the remaining students. Thus, statewide analysis of the items relating to vision is somewhat precarious and remains a goal of future study.

Comprehensive Evaluations. The state of Louisiana has mandated assessments of hearing impaired students in public education in order to best plan for individual needs. Table 14 summarizes the evaluations given to students throughout the state. Specific evaluations were reported for 1,258 students statewide. For most of this group, five kinds of assessments were given: audiological, language, speech, achievement, and intellectual. As shown in Table 14, otological and communication evaluations were less common.

TABLE 14: COMPREHENSIVE EVALUATION/ ASSESSMENT REPORTED FOR HEARING IMPAIRED STUDENTS IN LOUISIANA, 1978-79

	N	% (of 1,470)
TOTAL STUDENTS	**1,470**	**100.0**
Information Not Reported	61	4.1
Not Evaluated	151	10.3
Total Students Evaluated	1,258	85.6
Audiological	1,121	76.3
Otological	77	5.2
Language	992	67.5
Speech	1,029	70.0
Achievement	972	66.1
Communication Skills	567	38.6
Intellectual	1,074	73.1
Other	146	9.9

LOUISIANA SURVEY DATA: A LOOK FORWARD

The preceding sections do not, of course, constitute a complete description of the data file from the Louisiana Survey, nor does the discussion even begin to exhaust the rich possibilities for further analyses. Rather, the descriptions are intended to convey a general portrayal of important characteristics of the group of hearing impaired and deaf-blind students in Louisiana as related to education. The analyses presented are intended as a basis for further tabulations and a background for posing other questions for analysis.

In the spring of 1980, ODS conducted the second year of the Louisiana State Survey of Hearing Impaired and Deaf-Blind Children and Youth. In addition to the collection of demographic data, the most important feature of the project was a statewide testing of hearing impaired students ages eight and over using the Special Edition for Hearing Impaired Students of the Stanford Achievement Test (SAT-HI). The statewide analysis of these achievement data in relation to other educational characteristics should provide a data base of immeasurable benefit for special educational planning in Louisiana.

References

Karchmer, M. & Kirwin, L. *Usage of Hearing Aids by Hearing Impaired Children in the United States*. Series S, Number 2. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1977.

Ries, P., Bateman, D., & Schildroth, A. *Ethnic Background in Relation to Other Characteristics of Hearing Impaired Students in the United States*. Series D, Number 15. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1975.

APPENDICES

1. Survey Form, Louisiana State Survey, Hearing Impaired and Deaf-Blind Children and Youth, 1978-79 School Year

2. Data Collection Materials
   A. Cover Letter from Assistant Superintendent for Special Educational Services, State of Louisiana
   B. Memo from Director, Office of Demographic Studies, Gallaudet College
   C. Response Form, 1978-79 Louisiana State Survey

3. Schools and School Systems Invited to Participate in the 1978-79 Louisiana State Survey, and Actual Participants

APPENDIX 1
LOUISIANA STATE SURVEY
HEARING IMPAIRED AND DEAF-BLIND CHILDREN AND YOUTH
1978-79 SCHOOL YEAR

Louisiana State Department of Education
Division of Special Educational Services
Baton Rouge, Louisiana 70821

Office of Demographic Studies
Gallaudet College
Washington, D.C. 20002

CONFIDENTIAL: All information which would permit identification of any individual or institution will be held strictly confidential and will be used only by Louisiana State Department of Education officials and O.D.S. staff for authorized purposes. The data will not be disclosed to others for any other reason.

IDENTIFYING INFORMATION

1. Student Name: _____ (Last) _____ (First) _____ (Middle)
2. Parent or Guardian Name: _____
3. Address: _____ (Street)
   _____ (City) _____ (Parish) _____ (State) _____ (Zip Code)
4. Present School or Agency: _____ (Name of School or Agency)
   _____ (City) _____ (Parish)
5. Date of Birth: _____ (Mo., Day, Year)
6. Sex: ☐ Male ☐ Female

ETHNIC BACKGROUND

7. Check all that apply.
   - ☐ White
   - ☐ Black
   - ☐ French-American
   - ☐ Hispanic-American (Spanish Surname)
   - ☐ American Indian (Native American)
   - ☐ Oriental (Asian-American)
   - ☐ Other (specify) _____
   - ☐ Cannot Report
   - ☐ Unknown

AGE AT ONSET OF HEARING LOSS

8. Check or fill in only one.

   ☐ At Birth _____ Years of Age ☐ Unknown

CAUSE OF HEARING LOSS

9. Complete only one section, either A, B, C, or D.

A. If onset **at birth**, what was the probable cause? (Check all that apply)

- ☐ Maternal Rubella
- ☐ Trauma at Birth
- ☐ Other Complications of Pregnancy
- ☐ Heredity
- ☐ Prematurity
- ☐ Rh Incompatibility
- ☐ Other (specify) _____

B. If onset **after birth**, what was the probable cause? (Check all that apply)

- ☐ Meningitis
- ☐ High Fever
- ☐ Mumps
- ☐ Infections
- ☐ Measles
- ☐ Otitis Media
- ☐ Trauma
- ☐ Other (specify) _____

C. ☐ Cause Cannot Be Determined

D. ☐ Data Not Available in Student's Record

COMMUNICATION

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10. Indicate the language or languages regularly spoken in the student's home.
    ☐ English ☐ French ☐ Spanish ☐ Other (specify) _____ ☐ Data Not Available
11. Does the student use sign language? ☐ Yes ☐ No
12. Does the student's instructional program incorporate the use of sign language? ☐ Yes ☐ No
13. Is sign language used by the student's family in the home? ☐ Yes ☐ No ☐ Data Not Available

INSTRUCTIONS FOR COMPLETING LOUISIANA STATE DATA FORM

Complete a Louisiana State Data Form for every hearing impaired student served by your special educational program. Include all hearing impaired and deaf-blind students served by your educational program as of the day you complete these forms.

IF YOU HAVE ANY QUESTIONS REGARDING THE COMPLETION OF THIS FORM, CALL DR. MICHAEL MILONE AT 202-447-0301 (COLLECT)

PAGE 1 Instructions

IDENTIFYING INFORMATION

1. Please provide the student's complete name.
2. Please write in the name of the student's parent or legal guardian.
3. Please write in the student's home address.
4. Indicate where student is now enrolled and attending school.
5. Write in the date of birth. In the event the date of birth is unknown, report your best estimate of the year in which the student was born.
6. Check the box corresponding to the student's sex.

ETHNIC BACKGROUND

7. Indicate student's ethnic background by checking the appropriate box or boxes. If laws, regulations, or school policies prevent reporting of information, check "Cannot Report" box.

AGE AT ONSET OF HEARING LOSS

8. Indicate the age at onset of the hearing loss by writing in the years of age or by checking the box "At Birth." If age at onset is unknown, check box marked "Unknown."

CAUSE OF HEARING LOSS

9. Complete only one section, either A, B, C, or D.

   A. Onset *At Birth:* If onset of hearing loss was at birth, check cause(s) under section A. If multiple causes, check all that apply. If none applies, indicate the cause in the space marked "Other."

   B. Onset *After Birth:* If onset of hearing loss was after birth, check cause(s) under section B. If multiple causes, check all that apply. If none applies, indicate the cause in the space marked "Other."

   C. Cause Cannot Be Determined: School files or other sources indicate that cause of loss is unknown, even though an attempt has been made to determine it.

   D. Data Not Available in Student's Record: School file does not list cause of loss.

COMMUNICATION

10. Check the box which indicates the language or languages most regularly or commonly spoken in the student's home. If the boxes are not appropriate, please write in the language on the line provided.
11. Please indicate if this student uses sign language.
12. Indicate if the student's instructional program incorporates the use of sign language.
13. If known, indicate if the student's family uses sign language in the home. If unknown, check the box "Data Not Available."

TYPE OF PRESENT EDUCATIONAL PROGRAM—78-79 SCHOOL YEAR

14. Complete either section A *or* B, but not both. Use the following definitions.

A. Full-time special education for the hearing impaired (if you complete this section, check only one box)

Residential School for Deaf Students: A school facility in which hearing impaired students are educated, housed, and cared for. The program is intended exclusively for hearing impaired students. Indicate day or residential status in Box 1 and complete Box 2.

Residential School for Multiply Handicapped Students: A school facility in which multiply handicapped students who have a hearing loss as one of their handicaps are educated, housed, and cared for. Indicate day or residential status in Box 1.

Day School for Hearing Impaired Students: A facility where a significant proportion of all classes are conducted exclusively for hearing impaired students, all of whom live at home and attend school during the day. Also complete Box 2.

Day School for Multiply Handicapped Students: The school provides educational services to multiply handicapped students, some of whom are deaf; these students live at home and attend school during the day.

Full-time Special Educational Classes: Special classes consisting entirely of hearing impaired children. Classes are located in an elementary or secondary school building in which hearing children also attend classes. Also complete Box 2.

Box 2: Special Unit for Deaf-Blind students or Multiply Handicapped Students is a unit within an existing program for hearing impaired students in which a Deaf-Blind or multiply handicapped hearing impaired student receives special educational services. The unit is situated in a clearly identifiable physical location and staff are specifically assigned to the unit.

B. Part-time special education for the hearing impaired (if you complete this section, check all the boxes that apply; also for each program type checked indicate the number of hours of training received)

Part-time Special Educational Classes: The student's time is spent partly in special educational classes consisting entirely of hearing impaired students.

Class for Deaf-Blind: Student attends classes for deaf-blind children in a school for hearing students.

Class for Multiply Handicapped other than Deaf-Blind: Student attends classes for multiply handicapped children in a school for hearing students.

Itinerant Services: Hearing impaired student is enrolled in a regular class with hearing students. In addition, he or she receives the services of an itinerant teacher of the hearing impaired.

Resource Room: A special classroom located in a regular school for hearing children which contains personnel, services and facilities specifically designed for hearing impaired students. Student participates in regular classroom activities and receives special help in resource room as needed.

Regular School for Hearing Students: The student is integrated with hearing students for his/her school program and receives supporting services from the special educational program.

Preschool or Nursery School Program: *A special educational program,* unattached to a larger residential or day school, designed for hearing impaired children under 6 years of age in which the hearing impaired child is enrolled due to his/her hearing loss. If a speech and hearing center conducts such a program, check this box.

Parent-Child Program: The child and one or both parents or guardians are jointly enrolled in an ongoing special educational program as a result of the child's hearing loss. This may or may not be the major educational service directed to this child.

Speech and Hearing Clinical Services: Hearing impaired child receives *clinical services* such as auditory or speech training, generally on an individual basis. Children under 6 years of age who attend a preschool educational program unattached to a larger school should also be checked under the "Preschool or Nursery School" category listed above.

Other: If none of the categories listed adequately describes this student's special educational program, please check this category and explain briefly the nature of the services received by the student.

15. Total here is for the average week during the school year. Do **not** include physical education classes, study halls, etc.
16. Total here may range from "None" in special schools for hearing impaired students up to total number of hours checked in item 15.
17. Do not include the extracurricular activities of item 18.
18. Do not include attendance at one-time events such as school dances or picnics or spectator activity at athletic or other events. Please check "Yes" only for participant activity in continuing clubs or programs.
19. Grade Placement of Student: In general, the preprimary grade level refers to all classes or schooling before grade 1, the elementary to grades 1 through 6, the junior high school to grades 7 and 8, and the high school to grades 9 through 12.
20. Please check the box or boxes indicating the source(s) of funding for this student's special educational services. If there are other sources, please specify on the line provided.

EDUCATIONAL HISTORY

21. **Please write in the age of the student when he *first* was provided, on a continuing basis, special educational services or clinical services of a speech and hearing clinic. Specify years or months of age. If this information is unknown or the information unavailable, check the box "Data Not Available."**

22. **Indicate in the box the month and the year this student was first enrolled in your program.**

23. **Please consult and use the same definitions given for Section 14A and 14B under "Present Educational Program." The same definitions apply to the type of programs listed in Section 23.**

TYPE OF EDUCATIONAL PROGRAM—78-79 SCHOOL YEAR

14. Indicate the type of educational program in which this student is enrolled. Complete Boxes 1 and 2 where applicable. (Before choosing a category, please refer to the attached instructional sheet for definitions of categories.) *Complete either Section A or B, but not both.*

A. Full-time Special Education for the Hearing Impaired (check one)

- ☐ Residential School for Deaf Students →
- ☐ Residential School for Multiply Handicapped Students →

Box 1
This student is a:
- ☐ Residential Student
- ☐ Day Student

→ **Box 2**
This student is in a special unit for:
- ☐ deaf-blind students
- ☐ multi-handicapped students (other than deaf-blind)
- ☐ not in multi-handicapped unit

- ☐ Day School for Hearing Impaired Students →
- ☐ Day School for Multiply Handicapped Students
- ☐ Full-time Special Educational Classes →

B. Part-time Special Education for the Hearing Impaired (check all that apply)

☐ Part-time Special Educational Classes	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more
☐ Class for Deaf-Blind	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more
☐ Class for Multiply Handicapped, other than Deaf-Blind	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more
☐ Itinerant Services	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more
☐ Resource Room	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more
☐ Regular School for Hearing Students	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more
☐ Preschool or Nursery Program for Hearing Impaired Children	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more
☐ Parent-Child Program	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more
☐ Speech and Hearing Clinical Services	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more
☐ Other (specify) _____	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more

15. Check box indicating total number of hours per week this student attends **academic** classes (e.g., reading, math, speech/auditory training, etc.)

☐ None ☐ 1-5 hrs. ☐ 6-10 hrs. ☐ 11-15 hrs. ☐ 16-25 hrs. ☐ 26 hrs. & over

16. Check box indicating total number of hours per week student spends in **academic classes integrated with hearing** students.

☐ None ☐ 1-5 hrs. ☐ 6-10 hrs. ☐ 11-15 hrs. ☐ 16-25 hrs. ☐ 26 hrs. & over

17. Check box indicating total number of hours per week student spends in other **non-academic** activities (e.g., physical education, lunch, recess) integrated with hearing students.

☐ None ☐ 1-5 hrs. ☐ 6-10 hrs. ☐ 11-15 hrs. ☐ 16-25 hrs. ☐ 26 hrs. & over

18. Does this student participate in school-sponsored, **extracurricular activities** (e.g., sports, school newspaper, hobby club, etc.)?

☐ Yes ☐ No

19. What is the grade placement of this student? (PLEASE CHECK ONLY ONE.)

☐ Preprimary (Preschool, Nursery School, Kindergarten) ☐ Junior High School (Grades 7 and 8) ☐ Ungraded
☐ Elementary (Grades 1-6) ☐ High School (Grades 9-12)

20. Please indicate the source or sources of funding for this student's special educational services.

☐ Louisiana Minimum Foundation ☐ Parish ☐ PL 94-142
☐ Louisiana Dept. of Health & Human Resources ☐ City ☐ PL 89-313 (Title I)
☐ Louisiana School for the Deaf ☐ Other (specify)

EDUCATIONAL HISTORY

21. **What was this student's age when special educational services or clinical services of a speech and hearing clinic were first provided on a continuing basis?**

_____ **Years or** _____ **Months** ☐ **Data Not Available**

22. **When did this student first enroll in your program? Date:** _____
(Month) (Year)

23. **Was this student in another educational program prior to enrolling in your program?**

☐ **Yes (Complete item below)** ☐ **No (Go to Section 24)**

Please indicate below the *type* of program in which this student was enrolled prior to entering your program. Check only one box. If type of prior program is unknown, check here: ☐

- ☐ **Residential School for Deaf Students**
- ☐ **Residential School for Multiply Handicapped Students**
- ☐ **Day School for Hearing Impaired Students**
- ☐ **Day School for Multiply Handicapped Students**
- ☐ **Full-time Special Educational Classes**
- ☐ **School or Class for Deaf-Blind**
- ☐ **Classes for Multiply Handicapped**
- ☐ **Part-time Special Ed. Classes**
- ☐ **Itinerant Services**
- ☐ **Resource Room**
- ☐ **Regular School for Hearing Students**
- ☐ **Preschool or Nursery Program for Hearing Impaired Children**
- ☐ **Parent-Child Program**
- ☐ **Speech and Hearing Clinical Services**
- ☐ **Other (specify)** _____

AUDIOLOGICAL FINDINGS (unaided)

24. Describe student's hearing loss if air conduction results are available. (If test results are not available, skip to item 25.)

    A. Date Tested: Report date audiometric examination was given.

    B. Check the *Standard Used*. If the student has been tested for both ISO and ASA and/or ANSI, report the most recent.

    C. If sound field (free field) examination was administered, check the box and record results in spaces provided for right ear.

    D. Results: Indicate the unaided results of most recent pure-tone, air conduction audiometric test. Give results for the frequencies of 500, 1000, and 2000 Hz. Please explain any symbols you use (e.g., dashes, etc.). For readings which go beyond the limits of the audiometer, use "N.R." to indicate this "No Response" condition. If results are not complete, please complete 25A and 25B also.

25. A. If complete results are not available at the frequencies of 500, 1000, and 2000 Hz for both ears, check the box which most accurately describes student's hearing loss *without* amplification. Leave this section blank if air conduction tests results have been reported in Section 24.

    B. Please check the box indicating the reason you were unable to provide complete air conduction test results at the frequencies of 500, 1000, and 2000 Hz for both ears.

26. Indicate if student has been fitted with a personal aid in the past.

27. Indicate the age of the student when he or she was first fitted with a hearing aid. If this information is not available or unknown, check "Data Not Available."

28. Indicate if the student consistently uses a personal hearing aid **at present time** for at least one hour a day.

STUDENT VISION STATUS

29. Indicate whether or not the student *currently* wears glasses or contact lenses at least one hour a day.

30. If the student has not had a visual examination, check the box marked "No" and proceed to item 31. If the student has had a visual examination, check the box marked "Yes" and answer items 30A to 30F.

    A. Indicate the month and year of the most recent visual examination.

    B. Check the box corresponding to the profession of the individual who conducted the examination.

    C. If student wears glasses, report the *corrected* visual acuity.

    For distant vision, use Snellen notation with test distance of 20 ft. (Example: 20/70, 20/200). For acuities less than 20/200, record distance at which 200 ft. letter can be recognized as numerator of fraction and 200 as denominator. (Example: 15/200, 3/200). If the 200 ft. letter is not recognized at 1 ft., record and abbreviate as follows:

    CF and definite distance—Counts fingers at definite distance (Ex.: CF-3 inches)
    HM and definite distance—Hand movement at definite distance (Ex.: HM-1 foot)
    LPP—Light perception and projection
    LP—Light perception only
    NIL—Totally blind
    ENUC—Enucleated (eyeball removed)
    PROS—Prosthesis (artificial eye)
    ANOPH—Anophthalus (absence of true eyeball)
    SHAD—Sees only shadows
    OP—Object perception
    FORMS—Sees only large forms
    UTT—Unable to test, Give opinion of vision loss.

    For near vision, use standard A.M.A. notation and specify size and best distance at which person can read. (Example: 14/70—18 pt.—8").

    D. Indicate whether or not the student's visual field is restricted. If it is restricted, indicate what portion (in degrees) of the normal vision field remains usable.

    E. Indicate whether or not the student has normal color perception. If color perception is defective, describe the condition.

    F. Indicate whether or not the student has normal night vision. If night vision is defective, describe the condition.

31. If the student's vision is *normal* either with or without correction, check the box marked "Yes." If the student's vision is abnormal even with correction, attach "Eye Report for Children with Visual Problems."

AUDIOLOGICAL FINDINGS (unaided)

24. Air Conduction Test (If Air Conduction Results Are Not Available, Go to 25)

A. Date Tested: _____ _____
(Month) (Year)

B. Standard Used: ☐ ISO ☐ ASA ☐ ANSI

C. Note: If Sound Field Examination, Check Here: ☐

D.

	RIGHT EAR			LEFT EAR		
Frequency	500	1000	2000	500	1000	2000
Hearing Level						

25. A. Check the box beside the statement which best describes the student's unaided hearing loss.

☐ Normal Limits (Less than 27 dB ISO)
☐ Mild (27-40 dB ISO)
☐ Moderate (41-55 dB ISO)
☐ Moderately Severe (56-70 dB ISO)
☐ Severe (71-90 dB ISO)
☐ Profound (91 dB plus ISO)

B. Check the box indicating the reason complete air conduction test results are not available.

☐ Child not tested
☐ Child tested, but results not in file
☐ Unsuccessful or only partially successful attempt to test
☐ Other (specify) _____
(PROCEED TO ITEM 26.)

26. Has this student ever been fitted with a personal hearing aid? ☐ Yes ☐ No ☐ Data Not Available

27. If "yes," indicate age when first fitted: _____ years old ☐ Data Not Available

28. Does this student **currently** wear a personal hearing aid? ☐ Yes ☐ No

STUDENT VISION STATUS

29. Does the student wear glasses or contact lenses? ☐ Yes ☐ No ☐ Data Not Available

30. Has the student had a visual examination?

☐ Yes (Complete rest of this item #30) ☐ No (Go to item 31)

A. Date of most recent visual examination: _____ _____
(Month) (Year)

B. Profession of examiner:
☐ Opthamologist
☐ M.D. (other than Opthamologist)
☐ Optometrist
☐ Other (specify): _____
☐ Data Not Available

C. Visual Acuity (If student wears glasses or contact lenses, report corrected visual acuity):

	Distant Vision	Near Vision
Right Eye (O.D.): →		
Left Eye (O.S.): →		

D. Field of Vision:

Right Eye (O.D.): ☐ Normal ☐ Restricted: → (Describe) _____
☐ Data Not Available

Left Eye (O.S.): ☐ Normal ☐ Restricted: → (Describe) _____
☐ Data Not Available

E. Color Perception: ☐ Normal ☐ Defective: → (Describe) _____
☐ Data Not Available

F. Night Vision: ☐ Normal ☐ Defective: → (Describe) _____
☐ Data Not Available

31. Overall, is this student's vision normal (or normal as corrected by glasses or contact lenses)?

☐ Yes ☐ No (Complete remaining items of this questionnaire *and* attach copy of "Eye Report for Children with Visual Problems.")

FAMILY HEARING AND VISION STATUS

32. Check the box corresponding to the hearing status of the student's father (A) and mother (B). If unknown, check "Data Not Available." For part C, indicate whether or not any other members of the student's family are deaf.

33. Check the box corresponding to the vision status of the student's father (A) and mother (B). If unknown, check "Data Not Available." For part C, indicate whether or not any other members of the student's family have serious visual impairments.

IF YOU HAVE ANY QUESTIONS REGARDING THE DEFINITIONS BELOW, ESPECIALLY THOSE DEALING WITH COMMUNICATION METHODS, CALL DR. MICHAEL MILONE AT 202-447-0301 (COLLECT)

ADDITIONAL HANDICAPPING CONDITIONS

34. Check all **educationally significant** handicapping conditions. If student has no **educationally significant** handicapping conditions, check box for "None."
[For purposes of this survey, an educationally significant handicapping condition is regarded as one which places additional demands or requirements upon instructional arrangements, causes modification of teaching modes, or alters or restricts the student's activities or learnings in ways additive to those occasioned by hearing loss alone.]

Please use the following definitions for the handicapping conditions. If the student has uncorrected visual problems, complete Box A. If the student is legally blind, complete Boxes A and B.

Group 1: These conditions should be documented by medical diagnosis.

- Legal Blindness—condition in which corrected vision in the better eye is less than 20/200, and/or a specialist designates legal blindness
- Uncorrected Visual Problem—uncorrected or uncorrectable visual problem, including blindness in one eye, muscular imbalance or paralysis, and retinitis pigmentosa
- Minimal Brain Injury—condition verified by abnormal EEG or physician's neurological findings
- Epilepsy (Convulsive Disorder)—condition in which the student is subject to uncontrollable seizure behavior
- Orthopedic—condition which restricts use of extremities as a result of permanent injury, paralysis, or polio
- Cerebral Palsy—check if this condition has been medically diagnosed
- Heart Disorder—malfunction of the heart which restricts physical functioning and requires monitoring by a physician
- Other Health Impaired—any other physical condition which restricts functional ability, such as asthma, diabetes, kidney defects

Group 2: These conditions should be documented by other appropriate assessment personnel.

- Mental Retardation—condition that is documented by scores within defective limits from individually administered scale(s) of intelligence (a measured IQ at least two standard deviations below the mean). Degree of hearing impairment and communication level should determine whether verbal or performance scale scores would be appropriate
- Emotional/Behavioral Problem—condition in which inappropriate behaviors interfere with normal academic progress. These behaviors include Passive/Withdrawn; Aggressive/Abusive; Rapid mood changes/Sudden outbursts; Bizarre, unexplainable actions; and Chronic, unfounded physical complaints and symptoms
- Specific Learning Disability—condition in which normal general intelligence is present, but specific learning deficits restrict accomplishments. These restrictions may be attributable to difficulty in visual/auditory perception, perceptual-motor functioning, as well as to a lack of control of attention, impulse or motor function
- Other—This category would include any other observed condition which would restrict functioning, such as nutritional deficits, educational deprivation, neglect

35. If a confirmed diagnosis of Usher's Syndrome has been provided, check "Yes." In all other cases, check "No."

COMPREHENSIVE EVALUATION

36. **If the student has *not* had a Comprehensive Evaluation, check "Not Tested." If the student has had a Comprehensive Evaluation, complete items A to C.**

A. Indicate the date on which the most recent Comprehensive Evaluation was undertaken.

B. Using the Code provided, indicate the name and location of the Competent Authority Team or Special Education Evaluation Center that completed the evaluation. (See attached list.)

C. Check the assessments that were included in the Comprehensive Evaluation. If an intellectual assessment was included, be sure to complete Box A.

FAMILY HEARING AND VISION STATUS

32. Family Hearing Status

A. Father: ☐ Normal Hearing ☐ Hard of hearing ☐ Deaf ☐ Data Not Available

B. Mother: ☐ Normal Hearing ☐ Hard of Hearing ☐ Deaf ☐ Data Not Available

C. Are there any other family members who are deaf?

☐ Yes ☐ No ☐ Data Not Available

33. Family Vision Status

A. Father: ☐ Normal Vision (or normal with glasses) ☐ Legally Blind ☐ Other Serious Visual Problems

B. Mother: ☐ Normal Vision (or normal with glasses) ☐ Legally Blind ☐ Other Serious Visual Problems

C. Are there any other family members who are blind or who have other serious visual problems?

☐ Yes ☐ No ☐ Data Not Available

ADDITIONAL HANDICAPPING CONDITIONS

34. Check all educationally significant handicapping conditions:

☐ Child Has No Additional Handicapping Conditions.

Group 1

☐ Uncorrected Visual Problem but not legally blind →
☐ Legal Blindness →
☐ Minimal Brain Injury
☐ Epilepsy (Convulsive Disorder)
☐ Orthopedic
☐ Cerebral Palsy
☐ Heart Disorder
☐ Other Health Impaired (specify) _____

Group 2

☐ Mental Retardation
☐ Emotional/Behavioral Problem
☐ Specific Learning Disability
☐ Other (specify) _____

Box A

Age at onset of vision loss
(check or fill in only one)

☐ At Birth _____ years ☐ Unknown

Box B

Primary modes by which adults communicate with the student.
(check all that apply)

☐ Speech
☐ Signing and fingerspelling
☐ Hand signing & fingerspelling
☐ Fingerspelling only
☐ Hand fingerspelling only
☐ Braille (Scanner)
☐ Tadoma Method
☐ Other (specify) _____

35. Has this child been diagnosed as having Usher's Syndrome?

☐ Yes ☐ No

COMPREHENSIVE EVALUATION

36. Indicate results of most recent Comprehensive Evaluation.
If not tested, check here ☐

A. Date of most recent Comprehensive Evaluation: _____ (Month) _____ (Year)

B. Name and location of Competent Authority Team or Special Education Evaluation Center (use Code) _____

C. Check specific evaluation/assessment provided:

☐ Audiological
☐ Otological
☐ Language
☐ Speech
☐ Achievement
☐ Communication Skills
☐ Intellectual →
☐ Other (specify) _____

Box A

Name of Test: _____
Verbal Score: _____
Nonverbal Score: _____

APPENDIX 2A

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

March 6, 1979

TO: Parish and City School Superintendents
Supervisors of Special Education

Enclosed you will find copies of the 1978-79 Louisiana State Survey of Hearing Impaired and Deaf-Blind Children and Youth for distribution to appropriate personnel in educational programs and service agencies for completion.

The Division of Special Educational Services has contracted with the Office of Demographic Studies, Gallaudet College, Washington, D.C., to conduct this survey in cooperation with the Louisiana School for the Deaf.

The information which we hope to gather through this survey should enable us to better serve our hearing impaired and deaf-blind population. The State Department of Education would appreciate your assistance with this survey. Should you have any problems with respect to the survey, please contact Mrs. Sally Martin, Director of the Child Study Center, at (504) 342-6332.

Sincerely,

Henry L. Smith, Ed. D.
Assistant Superintendent for
Special Educational Services

HLS:bgm

APPENDIX 2B

GALLAUDET COLLEGE
OFFICE OF DEMOGRAPHIC STUDIES

March 20, 1979

MEMORANDUM

TO: Supervisors and Coordinators of Louisiana Programs or Classes Serving Hearing Impaired Students

FROM: Michael A. Karchmer, Ph.D.
Director

Since 1968 the Office of Demographic Studies has been conducting the Annual Survey of Hearing Impaired Children and Youth as a national data base for a wide variety of research and service activities related to the education of hearing impaired children. For the 1978-79 school year, the Louisiana Division of Special Educational Services has contracted with the ODS to conduct a "Louisiana State Survey of Hearing Impaired and Deaf-Blind Children and Youth." This project has been initiated as one means of assisting the schools and programs in improving services to hearing impaired and deaf-blind children. This memorandum comes to you to request your cooperation in the data collection activities of the Louisiana Survey for the present school year.

The Louisiana Survey questionnaire form was designed in conjunction with Louisiana educators and incorporates a number of special questions about topics of relevance to hearing impaired students in Louisiana. Please complete one of these questionnaires for each of the hearing impaired or deaf-blind students enrolled in your program. Instructions are attached to each copy of the form to aid you in completing the items. *We would appreciate it if you would complete the forms by April 27th and return them directly to our Office:*

Dr. Michael A. Karchmer, Director
Office of Demographic Studies
Gallaudet College
7th and Florida Avenue, N.E.
Washington, D.C. 20002

We have enclosed with this letter a quantity of "Basic Data Forms" estimated to be sufficient for your program; if more forms are needed, please contact us by a collect phone call (202-447-0301). If you have any questions or comments regarding the Survey, please feel free to contact me or Dr. Michael Milone at the above number or Mrs. Sally Martin at the Louisiana School for the Deaf (504-342-6332). We are looking forward to your participation and to being able to join together in this important enterprise.

APPENDIX 2C

Louisiana Survey of Hearing Impaired & Deaf-Blind Children

RESPONSE FORM 1978-79 SCHOOL YEAR

GALLAUDET COLLEGE
OFFICE OF DEMOGRAPHIC STUDIES
7th Street & Florida Avenue, N.E. • Washington, D.C. 20002
Telephone (voice or TTY): (202) 447-0301

FORMS RECEIPT

Annual Survey forms have been received. We anticipate returning them to ODS by:

_____
(Date)

Please send _____ more basic data forms. (Call 202-447-0301 collect for more forms, if you wish.)

Signed: _____
(Signature)

_____
(Position Title)

_____
(Area Code) (Telephone Number)

ADDRESS VERIFICATION

Please check and verify the information on the label below. Enter any changes on the appropriate line(s) at the right. Please do not remove or deface the label.

_____
(Name)

_____
(Title)

_____
(Program Name)

_____
(Address)

_____
(City) (State) (Zip)

PROGRAM/SCHOOL NAMES & ADDRESSES

In the space below, please indicate all programs to whom you sent the questionnaire forms. Include yourself if you have filled out questionnaires. Also, give the enrollment of these programs. Continue this list on another sheet of paper if necessary.

Supervisor/ Coordinator:		Supervisor/ Coordinator:	
Program Name:		Program Name:	
Street Address:		Street Address:	
City, State, Zip:		City, State, Zip:	
Telephone:		Telephone:	
Enrollment:		Enrollment:	
Supervisor/ Coordinator:		Supervisor/ Coordinator:	
Program Name:		Program Name:	
Street Address:		Street Address:	
City, State, Zip:		City, State, Zip:	
Telephone:		Telephone:	
Enrollment:		Enrollment:	

APPENDIX 3

PUBLIC AND PRIVATE EDUCATIONAL SCHOOLS AND SYSTEMS INVITED TO PARTICIPATE IN THE 1978-79 LOUISIANA STATE SURVEY

[Some of the following programs either do not have hearing impaired children to serve or have collaborative arrangements with other programs or parishes serving their children. Programs marked with an asterisk reported data to the survey for the 1978-79 school year.]

*Louisiana School for the Deaf
Acadia Parish School Board
Acadia—North Crowley
Acadia—Iota Elementary School
Allen Parish Schools
Ascension Parish Schools
Assumption Parish Schools
*Avoyelles Parish Schools
*Marksville Elementary School
*Beauregard Parish
Pinewood Elementary School
*Singer School
*Carver Elementary School
*Merryville High School
Bienville Parish
*Bossier Parish
*Bossier Exceptional School
*Caddo Parish
*Sunset Acres
*Trinity Heights
*C. E. Byrd High School
*Broadmoor Junior High School
*Calcasieu Parish
College Oaks Elementary School
*Forest K. White Junior High School
*Fourth Ward Elementary School
*Frasch Elementary School
*J. I. Watson
*LaGrange Middle School
*LaGrange Senior High School
*Lake Charles High School
*Molo Middle School
*Moss Bluff Elementary School
*Sulphur High School
*T. H. Watkins
*Vinton Elementary School
*W. O. Boston High School
*W. W. Lewis Junior High School
*Washington High School
*Iowa High School
*Western Heights Elementary School
Caldwell Parish
*Cameron Parish
*Grand Lake School
*Catahoula Parish
*Central High School
*Claiborne Parish
*Concordia Parish
*Ferriday Lower Elementary School
DeSoto Parish
*East Baton Rouge Parish
*Walnut Hills Elementary School
*University Terrace Elementary School
*Valley Park Middle School
*LaSalle Elementary School
*Polk Elementary School
*Capitol Middle School
*Merrydale Elementary School
*Wildwood Elementary School
*Mayfair Elementary School
*Twin Oaks
*Greenbrier Elementary School
*Park Forest
*Eden Park
*Baker Junior High School
*Central Middle School
*Jefferson Terrace
*Lanier Elementary School
*Prescott Junior High School
*Scotlandrille Senior High School
Baton Rouge Hearing & Speech Center
East Carroll Parish
East Feliciana Parish
Evangeline Parish
Franklin Parish
Grant Parish
*Iberia Parish Schools
Jeanerette Junior High School
*New Iberia Junior High School
*New Iberia Senior High School
*Jeanerette Senior High School
*Dodson Elementary School
*Magnolia Elementary School
Iberia Special Services Center
*Delcambre
*Hopkins Elementary School
*New Iberia Freshman High School
*Canal Street
*Iberville Parish Schools
*Iberville Middle School
Crescent Elementary School
Jackson Parish Schools
*Chinchuba
Crippled Children's Hospital
Eden Gardens Oral School
*Jefferson Parish Schools
*Hilda Knoff
Bridgedale
Marrero

*Jefferson Davis Parish
Lake Arthur High School
*Welsh-Roanoke Junior High School
*James Ward Elementary School
*Welsh Elementary School
*College Oaks Elementary School
*Lafayette Parish Schools
*Montgomery
Northside High School
Our Lady of Fatima High School
Lafayette Elementary School
N. P. Moss Elementary School
Lafayette Parish Preschool
Lafayette High School
Lafourche Parish
*LaSalle Parish
*Jena High School
*Jena Junior High School
*Good Pine Middle School
Lincoln Parish
Livingston Parish
Madison Parish
*Monroe City Schools
*Sallie Humble
Berg Jones Lane
Clara Hall Elementary
Lee Junior High School
Morehouse Parish
Natchitoches Parish
*New Orleans Public Schools
*McDonogh #24
*McMain—Mag. School
*Dunbar
*Northwestern State University Lab School
Orleans Parish Schools
*Ouachita Parish Schools
*Neville High School
*Lee Junior High School
*Woodlawn
*Riser Junior High School
*Shady Grove Elementary School
*Swartz Junior High School
*Westside
*Pinecrest State School
*Plaquemines Parish
Point Coupee Parish
Rapides Parish
Red River Parish
*Richland Parish
*Delhi High School
*Delhi Junior High School
*Mangham Junior High School
*Rayville Junior High School
*Richland Special
Sabine Parish
*St. Bernard Parish
*Millaudon
*Chalmette Middle School
*Arabi Park Middle School
*Trist
*St. Charles Parish
*Norco
*Mimosa Park
Luling
Destrehan
St. Helena Parish
St. James Parish
*St. John Parish
*John L. Ory Elementary
*St. Landry Parish
*Occupational Training School
*St. Martin Parish
*Breaux Bridge Primary/St. Bernard
*Breaux Bridge Senior High School
*Breaux Bridge Elementary School
*Cecelia Primary School
*St. Martinville Elementary School
*Parks Elementary School
*St. Martinville Senior High School
Stephensville Elementary School
*Trinity Catholic Primary School
*St. Mary Parish
*Centerville High School
*Chitimacha Day School
*LaGrange Elementary School
*Morgan City Junior High School
*Patterson Junior High School
*Shannon Elementary School
*Wyandotte Elementary School
*Baldwin Elementary School
*St. Tammany Parish
*Clearwood Junior High School
Itinerant Program for Hearing Impaired
*River Forest Academy
*North Lake Christian Academy
*Regina Caeli Head Start
*Bright School
*Fifth Ward
*St. Tammany Special Education
*Madisonville Junior High School
*Tangipahoa Parish
*Tensas Parish
*Waterproof High School
*Newellton High School
Speech and Hearing Center of S.W. Louisiana
S.W. Speech and Hearing Center
Kinder Elementary School
Calcasieu Public School
*Terrebonne Parish
*West Park School
*Legion Park Middle School
T. H. Watkins Elementary School
*Union Parish
*Vermilion Parish
*Henry High School
*Special Education Center
*Erath High School
*Eaton Park Elementary School
*Jesse Owens Elementary School
*Dozier Elementary School

*E. Broussard High School
*Gueydan High School
*Indian Bayou High School
Vernon Parish
*Washington Parish
*Enon Elementary School
*Franklinton Resource Center
Webster Parish
West Baton Rouge Parish
West Carroll Parish
West Feliciana Parish
Winn Parish
Speech and Hearing Clinic—Southern University
Speech and Hearing Clinic—Louisiana State University
Speech and Hearing Clinic—Grambling State University
Speech and Hearing Clinic—McNeese State University
Speech and Hearing Clinic—Northeast Louisiana University
Speech and Hearing Clinic—Southeast Louisiana University
*Speech and Hearing Clinic—University of Southwestern Louisiana
Speech and Hearing Clinic—St. Mary's Dominican College
Speech and Hearing Clinic—Louisiana State University Medical Center
*Speech and Hearing Clinic—Louisiana Tech University
Lincoln Learning Center
Mollie E. Webb Speech and Hearing Center
Speech and Hearing Clinic—Louisiana State University—Shreveport
Belle Chasse State School
City of Bogalusa Schools
Dodson Street Elementary School
Ferriday Lower Elementary School
Hammond State School
D. F. Huddle Elementary School
Northwest State School
Padua House
Ruston State School
St. Mary's Training School

APPENDIX 4

REPORTS FROM THE OFFICE OF DEMOGRAPHIC STUDIES

SERIES D

Gentile, A. & DiFrancesca, S. *Academic Achievement Test Performance of Hearing Impaired Students—United States: Spring 1969.* Series D, Number 1. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1969. (out of print)

Gentile, A. & DiFrancesca, S. *Item Analysis of Academic Achievement Tests Hearing Impaired Students—United States: Spring 1969.* Series D, Number 2. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1970. (out of print)

Rawlings, B. & Gentile, A. *Additional Handicapping Conditions, Age at Onset of Hearing Loss, and Other Characteristics of Hearing Impaired Students—United States: 1968-69.* Series D, Number 3. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1970. (out of print)

Voneiff, P. & Gentile, A. *Type and Size of Educational Programs Attended By Hearing Impaired Students—United States: 1968-69.* Series D, Number 4. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1970. (out of print)

Rawlings, B. *Summary of Selected Characteristics of Hearing Impaired Students—United States: 1969-70.* Series D, Number 5. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1970. (out of print)

Voneiff, P. *Audiological Examinations of Hearing Impaired Students—United States: 1969-70.* Series D, Number 6. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1971.

Murphy, N. *Characteristics of Hearing Impaired Students under Six Years of Age—United States: 1969-70.* Series D, Number 7. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1972.

DiFrancesca, S. & Carey, S. *Item Analysis of an Achievement Testing Program for Hearing Impaired Students—United States: Spring 1971.* Series D, Number 8. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1972.

DiFrancesca, S. *Academic Achievement Test Results of a National Testing Program for Hearing Impaired Students—United States: Spring 1971.* Series D, Number 9. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1972.

Rawlings, B. *Characteristics of Hearing Impaired Students by Hearing Status—United States. 1970-71.* Series D, Number 10. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1973.

DiFrancesca, S., Trybus, R., & Buchanan, C. *Studies in Achievement Testing, Hearing Impaired Students—United States: Spring 1971.* Series D, Number 11. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1973. (out of print)

Gentile, A. & Rambin, J. B. *Reported Causes of Hearing Loss for Hearing Impaired Students—United States: 1970-71.* Series D, Number 12. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1973.

Buchanan, C., Ries, P., Sepielli, P., & Trybus, R. *Further Studies in Achievement Testing, Hearing Impaired Students—United States: Spring 1971.* Series D, Number 13. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1973.

Gentile, A. & McCarthy, B. *Additional Handicapping Conditions among Hearing Impaired Students—United States: 1971-72.* Series D, Number 14. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1973.

Ries, P., Bateman, D., & Schildroth A. *Ethnic Background in Relation to Other Characteristics of Hearing Impaired Students in the United States.* Series D, Number 15. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1975.

SERIES C

Murphy, N. *National Survey of State Identification Audiometry Programs and Special Educational Services for Hearing Impaired Children and Youth—United States: 1972.* Series C, Number 1. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1972.

Trybus, R., Rawlings, B., & Johnson R. *Texas State Survey of Hearing Impaired Children and Youth: A New Approach to Statewide Planning, Monitoring, and Evaluation of Special Education Programming.* Series C, Number 2. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1978.

Rawlings, B. & Rubin, F. *A Survey of Media Equipment Available in Special Educational Programs for Hearing Impaired Students, 1977-78.* Series C, Number 3. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1978. (out of print)

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THE OFFICE OF DEMOGRAPHIC STUDIES

The Office of Demographic Studies was established in 1968 to serve as a national statistical center for the field of deafness. Its purpose is to collect, analyze, and publish information on hearing impaired persons, to provide tabulations, national sampling frames, and other data-oriented services to special educational programs and to professionals in the field, to collaborate in cooperative research projects, and to serve as consultant and resource for projects involving data collection and analysis.

The data collected by the Office are confidential; no information which would permit the identification of an individual or cooperating school as the source of that information is ever released without the necessary written permission. Within the limits of this confidentiality, the Office actively encourages the use of its information and services by administrators, researchers, and others providing services to hearing impaired persons.

In its work of developing and disseminating useful information, the Office has the benefit of the guidance and advice of its U.S.-Canadian Advisory Committee, whose names are listed earlier in this publication. Among its members are hearing and deaf individuals, administrators, teachers and specialists from other areas within the field of hearing impairment. Every attempt is made to maintain a wide diversity of interests and competencies, as well as geographic representation, among its members.

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The Office of Demographic Studies has published numerous articles and monographs on hearing impaired students. For further information contact:

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